



A Program Review of the Associate of Arts in
Human Services (Psychology Option)
August 21, 2020

ABSTRACT

**Little Big Horn College Program Review of the
Associate of Arts in Human Services
(Psychology Option), a review by Human
Services Faculty August 21, 2020**

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Program Review
Associate of Arts in Human Services (Psychology Option)
Little Big Horn College

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LBHC Program Review
Associate of Arts in Human Services (Psychology Option)
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i. Introduction

Little Big Horn College (LBHC) reviews the Associate of Arts in Human Services (Psychology Option) according to the LBHC Program Review Policy. The current Associates of Arts in Human Services (Psychology Option) degree program dates back to the original *Little Big Horn College Catalogue 1987-1990* as an Associates of Arts in Psychology. The Associates of Arts in Psychology degree program was approved by the LBHC Academic Council and the LBHC Board of Trustees for addition into the LBHC Curriculum for the 1987-1990 Catalog. As part of the most recent LBHC institutional self-study and NWCCU Peer Evaluation and Visit, the Program of Study for the Associate of Arts in Human Services (Psychology Option) was last approved.

ii. Executive Summary

Mission Alignment. The Associate of Arts in Human Services (Psychology Option) is directly aligned with the mission of Little Big Horn College, in Core Theme #1 – educational opportunities to the Crow Indian Tribal members and the Crow Indian Reservation community, and Core Theme #2– the responsibility to the Crow community needs – outreach/public programs offered.

The Associate of Arts in Human Services (Psychology Option). The Associate of Arts in Human Services (Psychology Option) is a two-year associate degree. This degree shares 90% of the coursework in discipline with the existing Associate of Arts in Human Services (Human Services Option) and 36% of the coursework in discipline with the existing Associate of Arts in Human Services (Addiction Studies Option). It is a curriculum designed for professional development and/or transfer to Montana University System for further education in the fields of Human Services or Psychology. The Human Services (Psychology Option) Program shares four existing courses that are currently included in the Associate of Arts in Human Services (Human Services Option) and Associates of Arts in Human Services (Addiction Studies Option):

1. PY 101 Introduction to Psychology
2. PY 203 Abnormal Psychology
3. HS 233 Legal, Ethical, and Professional Issues
4. HS 236/239 Drugs & Society/Pharmacology

Program Housed in the Crow Studies/Liberal Arts Department. The Human Services (Psychology Option) program is housed within the Crow Studies/Liberal Arts/Human Services Department. A primary partner in the program is the Crow Nation Recovery Program, providing practicum and internship sites for Human Services (Psychology Option) majors.

Planning for the AA in Human Services (Psychology Option). The planning period for the Associates of Arts in Human Services (Psychology Option) covers the period occurred prior to 1987. Most recently, leadership for the program development came from the Human Services/Psychology Faculty members: John “Frenchy” Dillon, MSRC – Human Services Instructor, Lane Simpson – Human Services Instructor, and R. Eric Tiner, MS – Human Services Instructor.

Start-Up Costs and Four Year Support. The primary costs for the AA in Human Services (Psychology Option) are the faculty salaries, learning materials, and evaluation and curriculum supervision. These expenses are and will be supported by the LBHC TCCU college operations funds.

Physical Facilities. LBHC will provide the classroom and laboratory space for the Human Services (Psychology Option) program, academic and student services, including program recruitment and retention activities.

iii Program Review – Associate of Arts in Human Services - Human Services (Psychology Option)

I. Purpose of Academic Program Review

The purpose of Academic Program Review is to assess program effectiveness for purposes of program improvement and institutional and program accreditation.

The Associate of Arts in Human Services (Psychology Option) is directly aligned with the mission and core themes of Little Big Horn College, in Core Theme #1 – educational opportunities to the Crow Indian Tribal members and the Crow Indian Reservation community, and Core Theme #2 – the responsibility to the community needs – outreach/public programs offered, Land Grant Programs.

The Associate of Arts in Human Services (Psychology Option) was designed to meet the needs of the Crow Indian community by providing education in the helping professions. The Crow Indian Reservation community is significantly impacted with drug and alcohol addiction in the adolescent and adult populations. The Indian Health Service estimates the number of addicts to be 40% among the tribal adults, with an additional 10-15% impacted by methamphetamine and opioids use. This curriculum would offer the tribal members with a high school diploma, the opportunity for training in the helping professions with an emphasis on the clinical science utilized in these professions.

II. The Academic Program Review Narrative: Contents

- A. Overview of changes in the last four years;**
- B. Access to Higher Education Opportunities for American Indians – Data for analysis**
- C. Quality of Education for the Workforce and Transfer Preparation**
- D. Preservation and Dissemination of the Traditions and Languages of the Crow People**
- E. Promote Individual and Community Capacity**
- F. Summary**

A. Program changes in the last four years. (changes in the degree, facilities, staffing or other areas).

- a. **Fall 2014 – PY 101 Intro to Psychology** - Expanded visual learning experience in the field. (Memo related to the crash course concept; that delivers a chapter worth of information delivered in 10 minutes used to prepare for the quiz, as a refresher.)
- b. **January 2017**, Began forming a working relationship with Walla Walla University—Billings, Graduate School of Social Work for the purpose of

developing continuing education plans and resources within the local area. Human Services (Psychology Option) students attended Trauma Informed Care training and graduate class at the Walla Walla University—Billings, Montana campus. Students also spent time with Walla Walla University Faculty and Staff, toured the Billings campus, and were provided the opportunity to engage with current students of Walla Walla University.

- c. **August 4, 2016-Present** – In discussion with Human Services Committee, during this program review, it became apparent that program learning outcomes were outdated and did not align with four-year institutions to which LBHC Human Services (Psychology Option) students frequently transfer. Therefore, a comprehensive review, comparison, and revision of the LBHC Associates of Arts in Human Services (Psychology Option) program learning outcomes with 3 four-year institutions and 2 commensurate two-year institutions began. This review, comparison, and revision is a work in progress.

B. Access to Higher Education Opportunities for American Indians: The Human Services (Psychology Option) Program of Study data will be assembled for analysis:

1. Students in the AA n Human Services (Psychology Option) Program Currently, total, ethnicity, gender.

Currently, 30 students have declared Human Services (Psychology Option) as their program of study; all 30 students are American Indian; 20 female students, 10 male students.

2. Human Services (Psychology Option) Graduates and Majors, four years program history.

Currently, 21 students have declared Human Services (Psychology Option) as their program of study in the last four years; all 21 students are American Indian; 13 female students, 8 male students.

Over the last four years, 4 students have graduated with their Associates of Arts in Human Services (Psychology Option); all 4 students are American Indian; 3 female students, 1 male students.

3. Human Services (Psychology Option), four year program history.

During the previous four academic years, Little Big Horn College has awarded 4 students and Associates of Arts in Human Services (Psychology Option). During

the same period, Little Big Horn College has awarded an additional 11 degrees to students in Associates of Arts in Human Services (Human Services Option) and an additional 8 degrees to students in Associates of Arts in Human Services (Addiction Studies Option).

4. Career Opportunities for Graduates and Human Services (Psychology Option) Placement Data.

Reportedly, three Human Services (Psychology Option) graduates have continued on to further education at four-year institutions and two graduates have continued to gainful employment within the Human Services field.

5. Immediate Application of Knowledge and Skills.

Reportedly, three Human Services (Psychology Option) graduates have continued on to further education at four-year institutions and two graduates have continued to gainful employment within the Human Services field.

6. Transfer to Montana University System.

The majority of Associates of Arts in Human Services (Psychology Option) graduates continue on to four-year degree programs (frequently with programs of study in fields related to Human Services) within the Montana University System.

7. LBHC Data – Student Retention Rates and Graduation Rates, IPEDS

The student retention rate – the first to second year retention rates of first-time degree-seeking undergraduates: Fall 2017 to Fall 2018:

- Full-time Students – 37%
- Part-time Students – 50%

The graduation rate reported to IPEDS of the NCES showed the full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2013 cohort (IPEDS 2017-18):

- 200% of normal time – 28%
- 150% of normal time – 22%
- 100% of normal time – 14%

8. Student Retention and Academic Support Services at Little Big Horn College.

Little Big Horn College provides comprehensive student services. Students enrolled in the Human Services (Psychology Option) program can access the student services without fee or charge, just as all other students at Little Big Horn College. These services are the Academic Advising, Cafeteria – Internet Café, Crow Transit - Transportation Services College, Disability Support Services, Financial Aid, First-Year Experience Program, Orientation, Placement Testing, Rams Bookstore, Songbird Daycare Services, Student Clubs, Student Success Center, Transfer Assistance and Tutoring/Mentoring. These are described in Table 7 – Student Services at Little Big Horn College.

Table 1 Student Services at Little Big Horn College

Table 1 -Student Services at Little Big Horn College	
Little Big Horn College	Description of Student Services, Location, Phone Staff Contact Information
Academic Advising	Each student is assigned an academic advisor based on the student's declared major. Registration requires advisors signatures, which is a means of advocacy for student course selection to meet career educational goals. Advisor – Eric Tiner, LBHC Faculty of Human Services (Psychology Option).
Internet Café	The Internet Café provides breakfast and lunch daily, for purchase. Food prices are kept at reasonable prices to assist with limited student budgets. SUB. #3106. Patricia Whiteman Pickett, Dean of Student Services.
Crow Transit - Services	The Crow Tribal Transit System is available to the LBHC students free of charge, for transportation from six reservation locations, and the towns of Hardin and Billings. SUB. #3106. Patricia Whiteman-Pickett – Dean of Student Affairs..
Disability Support Services	LBHC is committed to equal educational opportunities for students with disabilities . Appropriate accommodations are provided for students with disabilities. Services are provided and coordinated by the Student Success Center.
Financial Aid	LBHC administers student financial aid : grants and scholarships and work-study opportunities. All students must complete the FAFSA application for the Pell Grant and the American Indian College Fund. Crow tribal member may apply for Crow Nations scholarship programs. Benefits are available to Veterans of the US Armed Services. Financial Aid Director Beverly Snell, SUB #3141.
First-Year Experience Program	The First-Year Experience Program focuses on traditional college-age students and returning students. All students enroll in ED 100 Skills for Success to learn the framework for success in college. SUB Conf. Rm.

Orientation	Fall & Spring Orientation assists students with admissions, placement assessment, financial aid and registration. It is scheduled the day prior to Student Registration. SUB #3106.
Placement Testing	New students must take placement tests prior to registration; tests are utilized for academic placement in math, reading and writing. SUB #3189. Patricia Whiteman Pickett, Dean of Student Services.
Rams Bookstore	The LBHC Bookstore stocks college branded merchandise, LBHC courses textbooks and supplies. The Bookstore also handles student billing. SUB #3119. .
Song Bird Daycare Services	Daycare is overseen by the Song Bird Daycare of the Crow Tribe. LBHC students' children ages 12 months to 3 years can be served in the center This is a licensed daycare, and has a co-pay schedule based on income. SUB #3102.
Student Clubs	Students may join student clubs , for the communication and leadership skills they provide. They are American Indian Higher Education Consortium Club, the American Indian Arts and Engineering Society, the <i>Billuka Alaaxuuche</i> LBHC Indian Club, the Rodeo Club, the Range Club and the LBHC Student Government. SUB #3106. Te-Atta Old Bear.
Student Success Center	The Student Success Center assists all LBHC students with advising, career guidance, disability support services, mentoring, referral services, transfer guidance and tutoring. The Center cooperates with members of the faculty and with other student services on campus. SUB #3189, Patricia Whiteman.
Transfer Assistance	Transfer assistance includes choosing a transfer college, connecting with appropriate senior level advisors and student support programs, and applications for financial aid and scholarships. SUB #3124. William Old Crow, Registrar and Human Services (Psychology Option) Advisor Eric Tiner.
Tutoring/ Mentoring	LBHC provides tutoring in all disciplines free of charge, through the Student Success Center and the First Year Experience Program. Mentors, advanced students, assist new students to adjust to college, to feel connected and become familiar with LBHC. SUB #3189. Patricia Whiteman-Pickett, Dean of Students Services.

Academic Support Services. Little Big Horn College provides academic support services to all enrolled students that include: the Health & Wellness Center, Information Technology with Wi-Fi Access, Internships Placement, Library and Information Resources, Research Placement and student ID Cards and Email Addresses. These academic support services are described in Table 8 below.

Table 2: Academic Support Services at Little Big Horn College

Table 2 - Academic Support Services at Little Big Horn College	
Little Big Horn College	Academic Services Description
Health & Wellness Center	Students can utilize the Health and Wellness Center for free as part of the athletic fee paid upon registration with LBHC. HWC ##3161. Cheryl Polycek Birdhat, Director.
Information Technology Wi-Fi Access	In Driftwood Lodges, the classroom/lab building, Info Tech provides computer labs in rooms 152, 214 and 215. Sixty workstations are open daily when classes are not in session. are available. Multiple wireless network access points are located on campus. Wi-Fi access is free to students; for use of personal devices. CL #3161. Franklin Cooper CIO.
Internships Placement	Non-credit internships are available on a competitive basis to LBHC fulltime students, funded by the Title III Programs. SUB #3189. Patricia Whiteman-Pickett, Dean of Student Services.
Library and Info Resources	Little Big Horn College Library supports the curriculum with 24,000 volumes in the holdings, 12,000 journals online, access to interlibrary loans and, computer workstations and Crow culture/history data on the Website. #3123 Tim Bernardis, Librarian.
Research Placement	Based on grant support, LBHC provides opportunities to students in STEM research. DL #3161. Neva Tall Bear, John Doyle (water quality), and Gerlinda Morrison (children's tooth carries research). Colleen Johnson – community development.
Student ID Cards and Email Addresses	The Information Technology Department provides students with Student Photo ID Cards. Email addresses (studentname@lbhc.edu) will be created for students and used to communicate with faculty and students services. CL #3161. Jay Russell, IT Staff

C. Quality Education for Workforce and Transfer Preparation

1. Program Mission and Goals,

How does the program meet Core Theme #1 and #3.

This program aligns with Core Theme #1 – the provision of educational opportunities to the Crow community. The Associates of Arts in Human Services (Psychology Option) builds a base of knowledge and application for use in the helping professions. The degree program will help students develop competencies in the psychological science—with a special emphasis on foundational elements necessary for research and experimentation. On a community basis, Core Theme #2 is educational services that directly reflect and respond to community needs. The health and wellbeing of the Crow Indian community is a focus of this program of study. From a personal development perspective, students benefit from enrollment in courses taken one at a time—or in a series—for personal information, family life improvement, and/or bettering community health conditions.

How is the degree current and relevant to workforce and educational needs of the Crow and American students? (Regional, state, and Crow Reservation workforce outlook to demonstrate the need for the program).

Among the most significant health need in the Crow Indian community is the abuse of multiple substances (e.g., alcohol, cannabis, opiates, and methamphetamine). The Indian Health Service estimates nearly forty percent of the adults served from the Crow/Northern Cheyenne Hospital suffer from substance abuse. With its emphasis on psychological study, research, and intervention, the Associates of Arts in Human Services (Psychology Option) provides coursework designed to educate and prepare students in the Indian and community health services. Further, the course design transfers in the bachelor's level programs of Human Services and Psychology in the Montana University System. Human Services (Psychology Option) students begin to determine their career plans in relation to the helping professions and psychological science.

2. Curriculum and Assessment

Student class evaluations. The college requests and receives student course evaluations for all courses offered each semester throughout the academic year. These student surveys are maintained with the Dean of Academics Office.

Student course completion rates by percent, last four academic years:

The Human Services (Psychology Option) program shares four courses with both the Human Services (Human Services Option) program and Human Services (Addiction Studies Option) program:

AA in Human Services (Psychology Option)/(Human Services Option)(Addiction Studies Option) Courses	Total Students Passing Course	Total Students Enrolled in Course	% of Students Passing Course
PY 101 Introduction to Psychology			
2016-2017	23	65	35%
2017-2018	35	58	60%
2018-2019	23	69	33%
2019-2020	26	59	44%
PY 203 Abnormal Psychology			
2016-2017	5	11	45%
2017-2018	9	16	56%
2018-2019	4	6	67%
2019-2020	4	6	67%
HS 233 Legal, Ethical & Professional Issues			
2016-2017	4	6	67%
2017-2018	4	8	50%
2018-2019	5	9	56%
2019-2020	5	9	56%

HS 236/239 Drugs & Society/Pharmacology			
2016-2017	5	9	56%
2017-2018	9	12	75%
2018-2019	5	12	42%
2019-2020	5	12	42%

Additionally, the Human Services (Psychology Option) program shares four courses with both the Human Services (Human Services Option) program:

AA in Human Services (Psychology Option)/(Human Services Option)	Total Students Passing Course	Total Students Enrolled in Course	% of Students Passing Course
PY 102 American Indian Psychology,			
2016-2017	Not offered.	Not offered.	N/A
2017-2018	8	11	73%
2018-2019	13	21	62%
2019-2020	8	11	73%
PY 201 Developmental Psychology/Lifespan			
2016-2017	13	16	81%
2017-2018	12	16	75%
2018-2019	9	22	41%
2019-2020	9	22	41%
PY 230 Introduction to Human Services/Mental Health			
2016-2017	3	11	27%
2017-2018	5	9	56%
2018-2019	6	13	46%
2019-2020	5	9	56%

HS 231 Human Relations			
2016-2017	7	21	33%
2017-2018	10	16	63%
2018-2019	17	26	65%
2019-2020	10	18	56%

The Human Services (Psychology Option) program has two unique courses:

AA in Human Services (Psychology Option)			
	Total Students Passing Course	Total Students Enrolled in Course	% of Students Passing Course
PY 201 Psychology of Learning			
2016-2017	4	4	100%
2017-2018	2	3	67%
2018-2019	2	4	50%
2019-2020	7	9	78%
PY 276 Clinical Practicum			
2016-2017	0	1	0%
2017-2018	2	2	100%
2018-2019	5	6	83%
2019-2020	5	5	100%

During the four-year reporting period, multiple external factors may have significantly influenced both enrollment and completion data. A few natural events occurred (e.g., inclement weather—heavy snow, ice, rain conditions, viral pandemic). In addition, the socioeconomic conditions within the local Tribal Government have caused significant financial distress among many of our students and their families.

Though the data sets appear rather variable, a few trends appeared to emerge:

With a few spikes in enrollment, it appeared that enrollment rates during this reporting period remained within a fairly stable range for the at least 8 out of the 10 courses required for the Human Services (Psychology Option) program of study. Significant variations may be at least in part due to some of the external factors mentioned.

Variation in completion rates appeared greater, but may be stabilizing into a more consistent pattern. Again, part of this variance may reflect the stated external factors mentioned. The (potential) stabilization of completion rates may reflect a concerted effort for more consistent, sensitive, and content-reflective assessment and curriculum development.

Student Learning Outcomes. The Associate of Arts in Human Services (Psychology Option) Program Learning Outcomes include:

- Apply their knowledge of the biopsychosocial concepts of human services necessary for entry level employment or transfer to a four-year university.
- Talk about the benefits of their personal growth through introspection and understanding of behavior as it relates to biological, psychological, and sociological concepts.
- Write about and talk about the bicultural social problems and interactions concerning their communities.
- Research and create programs that will benefit their workplaces and communities.

These are provided in the current LBHC Catalog on page 66.

How does the program **assess student learning outcomes**?

The primary means of student learning outcomes measurement is through the designated advanced courses' tests or papers/projects wherein the learning outcomes are demonstrated.

Notes dating back to March 2013 indicated that previous Human Services Faculty had selected artifacts for measuring student learning outcomes. During this program review, it became apparent that since the change in Human Services Faculty (i.e., Fall 2014), quizzes and examinations have been developed reflecting core knowledge of the adopted textbook for each course. In addition, a number of the current outcomes appeared vague and may not reflect the outcomes adopted by commensurate two-year institutions or four-year institutions to which graduates frequently transfer. Therefore, Human Services Committee members suggested a reassessment of the current program learning outcomes for the Human Services (Psychology Option) program of study.

Subsequently, assessments and indicators need to be reassessed for appropriate fulfillment of Program Learning Outcomes. This is a significant part of the

program improvement plan for the Associates of Arts in Human Services (Psychology Option) and is currently a top priority and a work in progress.

Pre-Test and Post-Test measures have been implemented for PY 101 Introduction to Psychology. Human Services Faculty plan for further development and implementation of Pre-Test/Post-Test measures in additional courses.

Overview of the program of study- curriculum

Curriculum Offerings. First, The Associate of Arts in Human Services (Psychology Option) shares a set of four courses or 12 credits, with both the existing Associates of Arts in Human Services (Human Services Option) and the Associates of Arts in Human Services (Addiction Studies Option):

1. PY 101 Introduction to Psychology
2. PY 203 – Abnormal Psychology.
3. HS 233 – Legal, Ethical & Professional Issues,
4. HS 236/239 – Drugs & Society/Pharmacology

Second, The Associate of Arts in Human Services (Psychology Option) shares a set of four courses or 12 credits, with the existing Associates of Arts in Human Services (Human Services Option):

5. PY 102 American Indian Psychology
6. PY 201 Developmental Psychology/Lifespan
7. PY 230 Introduction to Human Services/Mental Health
8. HS 231 Human Relations

Third, The Human Services (Psychology Option) program has two unique course:

1. PY 250 Psychology of Learning
2. PY 276 Clinical Practicum

All of which transfer to the Montana University System. The degree is built on the general education core requirements.

These courses articulate with the Montana University System programs in Human Services and Psychology.

The following tables provide a detail on the AA in Addictions Studies: Table 1 – the overview of general education core requirements, courses/credits shared with already existing programs of Human Services and Psychology and the new

Addiction Counseling courses; and Table 2 provides the program of study in the two year study plan, for a total of four semesters, noting the GER or general education courses, the courses shared with existing programs and the Addiction Counseling courses.

Table 1: Total Credits for the Associate of Arts in Human Services (Psychology Option)

Degree	General Education Core Requirements	Credits Shared With Existing Programs	Credits New to LBHC in Human Services (Psychology Option)	Total Credits
Associate of Arts in Human Services (Psychology Option)	30 Semester Credits	Four courses or 15 credits in Human Services and Psychology	Two courses or 9 credits in Human Services (Psychology Option)	62-63 Credits

Table 2: Curriculum for the Associate of Arts in Human Services - Human Services (Psychology Option)

Fall Semester 1		Credits	Spring Semester 1		Credits
PY 101 Intro to Psychology	Shared	3	CA 201 College Writing II (S-GER)	GER	3
ED 100 Skills for Success (SK-GER)	GER	1	SS 101 Introduction to Sociology	GER	3
PY 230 Introduction to Human Services/Mental Health	Shared	3	PY 201 Developmental Psychology	Shared	3
CA 101 College Writing I (GER Writing)	GER	3	SC 114 Survey of Biology	GER	3
Crow Studies Core Elective (CS)	GER	3	SC 115 Survey of Biology Lab	Shared	1
PY 102 American Indian Psychology	Shared	3	PY 203 Abnormal Psychology	Shared	3
Total Credits		16	Total Credits		16
Fall Semester 2		Credits	Spring Semester 2		Credits
Crow Language Core Elective	GER	3	HS 233 Legal, Ethical and Professional Issues	Shared	3
HS 231 Human Relations	Shared	3	HS 236 Drugs and Society/HS 239 Pharmacology	Shared	3
PY 250 Psychology of Learning	Unique	3	PY 276 Clinical Practicum	Unique	6
Arts and Humanities Core Elective	GER	3	Quantitative Reasoning Core Elective	GER	3/4
Science Core Elective (N)	GER	3			
Total Credits		15	Total Credits		15/16

General Education Core Requirements. The curriculum is founded on LBHC's general education core requirements. They are fashioned for transfer to the Montana University System. The general education, GER, totals thirty credits: Crow Language, Crow Studies, Quantitative Reasoning, College Writing, College Seminar, Skills for Success, Natural Science, Diversity and Social Science, and Arts & Humanities (p 48 LBHC Catalog 2017-19).

Human Services (Psychology Option) Classrooms and Field Experience and Labs. LBHC will provide the classroom and laboratory space for the Human Services (Psychology Option) program, academic and student services, including program recruitment and retention activities. The practicum and internships will be located with program partners within the local community (e.g., Crow Nation Recovery Center in Crow Agency). Practicum and internship sites for the Human Services (Psychology Option) majors are:

Crow Nation Recovery Center (CNRC)

101 Butchech Avenue
Crow Agency, Montana 59022
(406) 679-5365

Rocky Mountain Tribal Leaders Council – PHWEIC

Iiwaalio Project

Little Big Horn College
8645 South Weaver Drive
Crow Agency, Montana 59022

Plenty Doors Community Development Corporation

Little Big Horn College
1 Forestry Drive
Crow Agency, Montana 59022
(406) 638-3175

Human Services (Psychology Option) Classrooms and Field Experience and Labs. LBHC provides the classroom and laboratory space for the Human Services (Psychology

Option) program, academic and student services, including program recruitment and retention activities. The Driftwood Lodges Building houses classroom on campus. This building provides standard academic classrooms with full audio-visual technology capacities, located on the first and second stories. An elevator is provided for full access to the second story classrooms. Science labs are located in the west end of the building, in the first floor.

Faculty Offices. The faculty office for the full-time Human Services Instructor is Office #139 in the Driftwood Lodges Building on campus. Adjunct faculty members will be provided with the use of office space also located in the classroom building upon availability.

Library and Information Resources

Holdings of the Library. The Associate of Arts in Human Services (Psychology Option) will not require library services that go beyond those currently provided for the existing associate of arts degree programs. Little Big Horn College Library supports the curriculum of Little Big Horn College, and provides information resources and recreational reading materials to the Crow Indian community. The library supports the curriculum through a carefully put together acquisitions profile, from which new books in all areas of the curriculum are selected. The library provides both print and electronic resources for students, study space, and word processing software for student writing and research. These enable the students to succeed in their coursework and further paves the way for transfer to a four-year institution.

The print collection volumes total 24,162, 12,000 online journals and 48 databases. The Library provides interlibrary loan services, using the OMNI consortium that consists of nine other academic institutions, including Montana State University-Bozeman and Billings.

Strengths in the Library Holdings. Areas of particular strength in the LBHC Library holdings are in Crow and Native American Studies, early childhood education, natural resources, nursing and health (including Human Services (Psychology Option) and human services), and the history of the American West.

24/7 Access. Members of the Crow community have 24/7 access to the LBHC Library and Archives electronic resources, guide, databases, interlibrary loan, the LBHC catalog and catalogs of the OMNI and Montana Shared Catalog members. They may also send email messages to staff or family members. The Library has Facebook presence that serves as a gateway for communication to the library.

Library Information Technology and Study Space. The Library provides 12 student computers with the Microsoft Office Suite, study carrels, eight study tables with 23 chairs, multiple couches and easy chairs.

Changes in the program of study

During this program review, the Human Services Committee meeting on August 4, 2020 reviewed the current Program Learning Outcomes (PLO's) for the Associates of Arts in Human Services (Psychology Option). Committee members determined that the current PLO's were outdated and, most likely, do not reflect and align with current PLO's from (1) four-year institutions to which LBHC graduates typically transfer as well as (2) commensurate Tribal Colleges' PLO's of similar degrees.

Therefore, a current and comprehensive review of PLO's of similar degrees at three four-year institutions—to which LBHC graduates typically transfer—and two Tribal/Community Colleges has begun. The purpose of this review is to better align LBHC's Associates of Arts in Human Services (Psychology Option) PLO's to develop more concrete, measurable, representative, and transferable outcomes in the fields of Human Services and Psychology. This is a work in progress.

Following this review and revision of PLO's, a subsequent review and revision of Student Learning Outcomes and indicators has been suggested.

Other methods the faculty used to assess the program outcomes (advisors, graduate and employer surveys, exiting student surveys, exams or credentialing or other methods). Summarize methods and results.

The Dean of Academics Department administers and collects data on Student Course Evaluation Surveys at the end of each semester. Access to this data may inform further student-directed program improvements.

Program Faculty Data

R. Eric Tiner, MS, Human Services Instructor

The faculty member required for the Human Services (Psychology Option) courses is a masters-level faculty member in the fields of Psychology or Human Services, with college level teaching experience and field practice in the helping professions. Over the past five academic years, the Little Big Horn College Academics Division has consistently retained several highly qualified adjunct faculty members in the Human Services degree programs, all of whom hold a bachelors degree in discipline and are practicing professionals with years of professional experience. Further, all of these affiliated adjunct faculty members are American Indian and immediate community members, providing the place-based expertise key to an effective studies programs.

The first faculty member listed is the full-time faculty member in the Human Services programs of study. Eric Tiner holds an MS in Counseling Psychology from Abilene Christian University (ACU), Abilene, Texas.

Valerie Falls Down, BS Elementary Education

Valerie Falls Down has taught as Human Services Adjunct Course Instructor at Little Big Horn College for the past six years. She has worked for multiple Crow Tribal and grant-sponsored programs in the areas of domestic violence, suicide prevention, substance abuse counseling, and community health.

Amber Cummins, BS Nursing

Amber Cummins has taught full-time as a Science/Mathematics/Pre-Nursing Instructor at Little Big Horn College. Amber also has significant experience within the healthcare and community health fields that she brings to her course instruction.

Sharon, Peregoy, M.Ed.

Sharon Peregoy has taught full-time as the Education Instructor at Little Big Horn College and serves as one of the senior faculty members. Her experience in classroom instruction brings valuable insight and application to the Psychology of Learning and Developmental Psychology course required in the Human Services (Psychology Option) program of study. Sharon is also involved in multiple grants and serves as a State Legislator for the State of Montana.

D. Preservation and Dissemination of the traditions and language of the Crow People

The Associates of Arts in Human Services (Psychology Option) aligns with the institutional mission, Core Theme #3, Preservation of Crow Culture, Language, and History. All programs of study at Little Big Horn College require 15 credits or 25% of the required courses be in Crow Studies courses—as reflected by the General Education Requirements: Crow Language Core Elective and Crow Studies Core Elective. Also as part of the General Education Requirements, Human Services (Psychology Option) students are encouraged to take a Crow Studies class for their Arts and Humanities Core Elective and PY 102 American Indian Psychology for the Diversity and Social Sciences Core Elective.

E. Promote Individual and Community Capacity.

From the Crow Indian community, individual students come to Human Services (Psychology Option) courses for personal development, coping with and/or understanding circumstances that are challenging, and for helping their families and communities. For helping profession programs in the Crow community, the Human Services (Psychology Option) program provides opportunities for professional development (i.e., staff whose training needs are provided in the course curriculum). The Human Services (Psychology Option) program also provides the Crow community with educational grounding in assessing problems and implementing interventions through the use of clinical science.

F. Summary and Conclusion

Summary of Program Strengths.

The strengths of the Associates of Arts in Human Services (Psychology Option) program of studies are:

- The program curriculum is useful to students for immediate application to the health and helping needs of the Crow community,
- The Human Services (Psychology Option) courses articulate to the Montana University System, and
- The practicum placements provide workforce experience while providing occupational support and potential employment for local community programs in the helping professions.

Summary of Program Weaknesses.

Program improvements should be implemented at the program learning outcome, student learning outcome, and achievement indicators-level. A review, comparison, and revision of PLO's could develop more concrete, measurable, and focused learning outcomes that are more reflective of those required in similar degrees offered by four-year and commensurate two-year institutions.

These needed reviews, comparisons, and revisions may also generate more valid data in future program reviews.

Program Priorities for the Next Three Years.

- 1. Conduct a review of Program Learning Outcomes (PLO's) for similar degrees in Human Services or Psychology from (1) three four-year institutions to which LBHC Human**

Services graduates typically transfer and (2) two commensurate Tribal/Community colleges. After reviewing the published PLO's of these institutions, key elements reflected in those institutions' PLO's can be extracted. The extracted elements can be categorized to develop major concepts for inclusion in the revision of LBHC's Associates of Arts in Human Services (Psychology Option) PLO's.

2. After revising current Associates of Arts in Human Services (Psychology Option) PLO's, the Human Services Committee will review revisions and provide feedback. Once this feedback has been incorporated, changes will be submitted the Dean of Academics for approval and submission to President's Council.
3. Following approval from President's Council, student leaning outcomes stated in the course outlines will need to be reviewed and revised. These outcome should clearly demonstrate achievement of the revised PLO's.
4. Indicators of student achievement of learning outcomes should be selected from current assessment artifacts. Where assessments do not reflect student learning outcomes, assessment items need to be added to reflect student achievement of each learning outcome.

Attachments

Attachment 1. Addiction Studies Practicum and Internship Locations

Crow Nation Recovery Center (CNRC)

101 Butchech Avenue

Crow Agency, Montana 59022

(406) 679-5365

Rocky Mountain Tribal Leaders Council – PHWEIC

Iiwaalio Project

Little Big Horn College

8645 South Weaver Drive

Crow Agency, Montana 59022

Plenty Doors Community Development Corporation

Little Big Horn College

1 Forestry Drive

Crow Agency, Montana 59022

(406) 638-3175

Attachment 2. Exemple of Course Syllabi

PY 101 Introduction to Psychology Course Syllabus

Fall 2019

Contact Information

R. Eric Tiner, MS

Human Services Instructor

Little Big Horn College (LBHC)

(406) 281-2288 [Cell]

tinere@lbhc.edu

[() Feel free to call anytime between the hours of 9:00 am and 11:30 pm. Please reserve any calls outside these hours for emergencies only.]*

PY 101 Introduction to Psychology-Course Description

[Cited from Little Bighorn College 2019-2021 Catalogue.]

This course is designed to give students the latest information in the field of Psychology. Psychology is the science of behavior and mental processes. Behavior is anything an organ-ism does and mental processes are the internal subjective experiences we infer from behavior – sensations, perceptions, dreams, thoughts, beliefs, and feelings. Students will achieve the knowledge of Psychology through scientific methods and through American Indian cultural learning styles that are based on student interest and an open minded approach to all understanding. The course will present an over-view of the psychological functioning of the individual, including the topics of biological basis of behavior, learning, cognition, motivation, develop-mental and social processes, psychological disorders and their treatment.

Course Objectives

(1.) Students will demonstrate increased knowledge of the science of

psychology, the scientific study and scientific attitudes, how psychologists study scientifically, and a brief history of psychology (Myers, 2014).

- (2.)** Students will demonstrate increased knowledge of the biology of behavior, consciousness and the two-track mind, and developing throughout the life span (Myers, 2014).

- (3.)** Students will demonstrate increased knowledge of various subfields of interest in psychology (e.g., sensation and perception, learning, memory, thinking, language, and intelligence, motivation and emotion, stress, health, and human flourishing, personality, social psychology, psychological disorders, and therapy)(Myers, 2014).

What You Will Need to Purchase for this Course

Myers, David G. (2014). *Exploring Psychology (Ninth Edition)*. New York: Worth Publishers.

Grading, Attendance Policy, Assignments and Examinations/Major Projects/Papers, Other Course Policies

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 or Below = F

NO LATE QUIZZES OR EXAMS WILL BE ACCEPTED. If you know that you will be absent on the day of a quiz or exam—and let me know, you may take the quiz or exam EARLY....but not late.

Attendance Policy

Students have **three unexcused** absences—each additional unexcused absence deducts two points from your final grade. The Course Instructor will need to approve and excuse any additional absences.

Assignment and Examination Schedule

Date	Factors in Grading Process	Percentage
(All Dates)	Attendance and Participation	25%
LBHC Library Orientation/Training class.	Participation and completion of LBHC Library Orientation/Training class.	5%
(After the completion of a chapter will contain a quiz over the assigned reading.)	Weekly Quizzes from Reading	30%
Special Project / Paper	Three to four-page paper describing three concepts from your textbook in the field of psychology illustrated in a movie of your choice. You will be graded over the clarity of your illustration, accuracy of the three concepts, and general writing quality. You must include 1 outside resource from a scholarly, peer-reviewed journal.	15%
Final Exam/Project	A comprehensive examination.	25%
Extra Credit Assignments	Quality of your personal interpretation, applications, and insights in your response.	+ 5%/per Response

Subject to Change

During the semester, life will happen. I do not intend on missing any classes this semester. I also hope that this (proposed) assignment(s) and grading plan will be appropriate. However, change happens. Therefore, I promise to work with you if you will work with me.

Inclement weather conditions may occur during the semester. While your commitment to regularly attending class is noticed and greatly appreciated, if you feel that traveling to the college is placing you or your family/friends at a risk of harm, please do not attend class. Instead, contact me and let me know your situation. As long as this is not frequently used, your absence will not count against your final grade.

Course Policies

I am new to Crow Culture and am learning. Anything you would like to add to my education of Crow Culture I not only welcome but would greatly appreciate.

That being said, you know the rules within your culture—be it Crow or otherwise—regarding classroom behavior. While (I assure you) you will need to teach me what these rules are, I would ask that you please maintain them—as I will be (culturally) supervised by people familiar more familiar than I with Crow Culture and will bring any questionable behavior to the attention of my (cultural) supervisors. These supervisors will also aid me in deciding the best course of action in regards to consequences for behaviors existing outside of these cultural norms.

University Policies

(See [Little Big Horn College 2019-2021 Catalogue](#) for University Policies.)

Tentative Course Schedule

(Monday and Wednesday 9:00–10:20 am)

Date	Class Topic	Reading to be Completed by this Date / Suggested Reading Schedule	Assignment(s) Due by the Beginning of Class Time
2019			
Sept. 2	***Labor Day Holiday***	***Labor Day Holiday***	(Enjoy your Labor Day.)
Sept. 4	What is Psychology?/Chapter 1: Thinking Critically With Psychological Science	What is Psychology?/Chapter 1: Thinking Critically With Psychological Science	(Acquire Textbooks).
Sept. 9	Chapter 1: Thinking Critically With Psychological Science	Chapter 1: Thinking Critically With Psychological Science	
Sept. 11	Chapter 1: Thinking Critically With Psychological Science	Chapter 1: Thinking Critically With Psychological Science	
Sept. 16	Chapter 1: Thinking Critically With Psychological Science/Chapter 2: The Biology of Behavior	Chapter 1: Thinking Critically With Psychological Science/Chapter 2: The Biology of Behavior	Chapter Quiz #1 (Chapter 1)
Sept. 18	Chapter 2: The Biology of Behavior	Chapter 2: The Biology of Behavior	
Sept. 23	Library Orientation Training	Library Orientation Training	(Meet in Library Programs Room)
Sept. 25	Chapter 2: The Biology of Behavior	Chapter 2: The Biology of Behavior	Chapter Quiz #2 (Chapter 2 Part 1)
Sept. 30	Chapter 2: The Biology of Behavior	Chapter 2: The Biology of Behavior	
Oct. 2	Chapter 3: Consciousness and the Two-Track Mind	Chapter 3: Consciousness and the Two-Track Mind	Chapter Quiz #3 (Chapter 2 Part 2)
Oct. 7	Chapter 3: Consciousness and the Two-Track Mind	Chapter 3: Consciousness and the Two-Track Mind	
Oct. 9	Chapter 3: Consciousness and the Two-Track Mind	Chapter 3: Consciousness and the Two-Track Mind	Chapter Quiz #4 (Chapter 3)
Oct. 14	Chapter 4: Developing Through the Life Span	Chapter 4: Developing Through the Life Span	
Oct. 16	Chapter 4: Developing Through the Life Span	Chapter 4: Developing Through the Life Span	
Oct. 21	Chapter 4: Developing Through the Life Span	Chapter 4: Developing Through the Life Span	
Oct. 23	Chapter 4: Developing Through the Life Span	Chapter 4: Developing Through the Life Span	Chapter Quiz #5 (Chapter 4)
Oct. 28	Chapter 10: Motivation and Emotion	Chapter 10: Motivation and Emotion	***Special Project/Paper Due***

Oct, 30	Chapter 10: Motivation and Emotion	Chapter 10: Motivation and Emotion	(Happy Halloween!)
Nov. 4	Chapter 10: Motivation and Emotion	Chapter 10: Motivation and Emotion	
Nov. 6	Chapter 10: Motivation and Emotion	Chapter 10: Motivation and Emotion	Chapter Quiz #6 (Chapter 10)
Nov. 11	***Veterans Day Holiday***	***Veterans Day Holiday***	(Thank a Veteran for their service.)
Nov. 13	Chapter 13: Personality	Chapter 13: Personality	
Nov. 18	Chapter 13: Personality	Chapter 13: Personality	
Nov. 20	Chapter 13: Personality	Chapter 13: Personality	Chapter Quiz #7 (Chapter 13)
Nov. 25	Chapter 14: Psychological Disorders	Chapter 14: Psychological Disorders	
Nov. 27-29	***Thanksgiving Break***	***Thanksgiving Break***	(Eat a lot!)
Dec. 2	Chapter 14: Psychological Disorders	Chapter 14: Psychological Disorders	
Dec. 4	Chapter 14: Psychological Disorders/Chapter 15: Therapy	Chapter 14: Psychological Disorders/Chapter 15: Therapy	Chapter Quiz #8 (Chapter 14)
Dec. 9	***Review Days***	***Review Days***	(Study!)
Dec. 10-12	***Final Exams***	***Final Exams***	(ACE IT.)

Attachment 3. Plan for Synchronous/Asynchronous Instruction (March 2020 to December 2020)

DRAFT – In-Person Class Session Converted to Online Instruction Sessions

In-Person Plan	Synchronous Online Plan	Asynchronous Online Plan
In-Class Lecture	In realtime – lecture or faculty presentations with/without ppt slides and whiteboard use On Google Meet/Class or Zoom Conference Calling	Record lecture/presentation using Google Chromebook or LBHC Library video camera; download/post video on Google Docs or Jenzabar?
Guest Speakers OR Documentaries	Guest speaker or documentaries provided in real time via Google Meet/Class or Zoom .	Guests can record lecture posted on Google Docs; Documentary links can be posted on Google Docs; Murkutu digital recordings – links for student use
Student Presentations and assignments	Student presentations will be made on a schedule during real time class sessions on Google Meet/Class or Zoom, or by conference call with faculty.	Students will video their presentations and post them on Google docs for faculty review and grading.
Small Group discussions --- Individual Consultations	Subgroups of the class can meet for in-depth discussions and consultation in conference calls during scheduled times; by invitation only	Student may have materials posted with required responses made by comment, connection to specific timeframes
Exams/Quizzes	Exams and quizzes will be posted on Google class with time parameters scheduled (or use Quizlet online)	Exams and quizzes will be posted on Google class with time parameters scheduled (or use Quizlet online)
Peer Review/Student Paper Exchange	Peer review will be done through email use; assigning distribution among or between class members for feedback; use of Word Review tab to post comments.	Peer review will be done through email use; assigning distribution among or between class members for feedback; use of Word Review tab to post comments.
Course Materials Distribution	Course materials will be provided to the students through Google Class , Jenzibar , by email attachment or Dropbox	Course materials will be provided to the students through Google Class , Jenzibar , by email attachment or Dropbox

Pre/Post Testing	Faculty will prepare pre-test to cover entire course content by objective, given in class session 1; posttest in final class session.	Faculty will prepare pre-test to cover entire course content by objective, given in class session 1; posttest in final class session.

Plan prepared by Janine Pease – ALO, in consultation with LBHC Faculty 05/11/2020

Attachment 4. Resume of Human Services Instructor

Resume

Ronald Eric Tiner, MS
Human Services Instructor
8645 Weaver Drive
Crow Agency, Montana 59022
(406) 281-2288 [Cell]
tinere@lbhc.edu

Grade Point Average [Abilene Christian University (ACU)]:

Overall Undergraduate GPA: 2.84

Overall Graduate Hours Completed: 57 (Academic Semester Credit Hours); 2 (Academic Quarter Credit Hours)

Overall Graduate GPA: 3.42

Professional Qualifications:

Previous Adjunct Course Instruction at Little Big Horn College
(Since the Fall Semester 2007);

Former Licensed Clinical Professional Counselor (LCPC) Licensure
(expired) in the State of Montana;

Masters of Science Degree (Counseling Psychology) from
Abilene Christian University (ACU), Abilene, Texas;

School-Based Mental Health Counseling
(Pryor Public Schools and Lodge Grass Public Schools);

Substitute Teaching

(Arlington Independent School District—Arlington, Texas;

Lodge Grass Public Schools—Lodge Grass, Montana).

Courses Taught as Adjunct Course Instructor at Little Big Horn College

Human Services

HS 233 Legal, Ethical, and Professional Issues in Counseling

HS 236 Drugs & Society

HS 239 Pharmacology

Psychology

PY 201 Developmental Psychology / Lifespan Development

PY 203 Abnormal Psychology

PY 250 Psychology of Learning

Addictions Counseling

AC 201 Addictions Counseling

AC 202 Addictions Assessment and Appraisal

AC 203 Treatment Planning and Documentation

AC 204 Multi-Cultural Competency

Education

ED 205 Exceptional Learners

ED 210 Educational Technology

ED 250 Psychology of Learning

Health Education

HE 202 Core Concepts

Information Systems

IS 101 Introduction to Computers and Applications

Computer Science

CP 101 Introduction to Computer Science

Business

BU 122 Introduction to Business Writing

BU 243 Contemporary Business Mathematics

Topics, Skills, and/or Experience Included (but not Limited to) in Previous Education and Training:

Counseling—with extensive study, application, and experience in Cognitive-Behavioral Therapy, Existential Therapy, Family Systems Therapy...etc—in multiple modalities (individual, group, couples, (pre) marital, family).

(Advanced) Psychopathology and Diagnosis

Cognitive and Clinical Assessment and Interpretation—under qualified supervision [e.g., (M) MSE, WISC-IV, WAIS-IV, WIAT-III, WMS, MMPI-2, MCMI-III, NEO, BDI-2, BAI, CAFAS]

Treatment Planning

Goal Setting, Self-Esteem Enhancement, Personal Responsibility, Self-Actualization, (Unresolved) Grief/Loss Processing, Trauma Processing, Anger Management, Assertiveness Training, Stress

Management and Relaxation Training, Behavioral Modification, Cognitive Restructuring, Stable Attachment Formation, Family Dynamics, Personality Disorders, Interpersonal Interaction, Substance Abuse/Chemical Dependency, Psychoeducation, Post-Traumatic Stress, Depression, some limited exposure to (Moderate to Severe) Psychoses...etc.

Clinical Research and Experimentation Methods

(Intermediate) Statistics, Tests, and Measurements

Current and Previous Supervision

(Former) Clinical Supervisor:

Vera Parker, LCPC
1925 Grand Avenue, Suite 117

Billings, Montana 59102

(406) 855-4787

Cultural Resource:

John ("Frenchy") Dillon, MSRC

Marshall Left Hand, MSW
Lodge Grass, Montana 59050

(406) 855-5905

Professional References

Lane Simpson

(406) 638-3100

Tim McCleary

(406) 679-1523

Aldean Good Luck

(406) 638-3100

Professional, Practica, and Internship Experience

Abilene Hope Haven
801 S Treadaway Blvd

Abilene, TX 79602

(325) 677-4673

(325) 677-0984

(Voluntary and Practicum) Resident Counselor

January 2005-May 2005*; August 2005-December 2005; January 2006-May 2006; August 2006-December 2006*

Field Supervisors: Missy Williams, Debbie Smith, Carl Cook

Faculty Supervisor/Course Instructor: Larry Norsworthy, PhD., Scott Perkins, PhD.

(*) Indicates time worked as part of practicum.

Crow Summer Internship

Abilene Christian University (ACU)

Department of Sociology and Family Studies

Hardin Administration Building Room 109

ACU Box 27890

Abilene, Texas 79699-7890

(325) 674-2306

(325) 674-6524 (Fax)

Graduate Student Intern; Counseling Intern

May 2005-August 2005; May 2006-August 2006

Field Supervisors: Lorinne Burke-White, MMFT, LCPC, PC; Connie Harvey, MSW; Marshall Left Hand, MSW

Faculty Supervisors/Course Instructors: John ("Frenchy") Dillon; David Gotcher, PhD.; Larry Norsworthy, PhD.

Abilene Psychiatric Center (APC)

4225 Woods Place

Abilene, Texas 79602

(325) 698-6600

Counseling Intern

October 2006-November 2006

Field Supervisors: Doris Barbee, MS, Lisa Delgado, LMSW

Faculty Supervisor/Course Instructor: Scott Perkins, PhD.

The State of Montana

Department of Public Health and Human Services:

Child and Family Services Division

(Big Horn County)

409 N. Center

P.O. Box # 367

Hardin MT 59034

(406) 665-4164

Counselor/Social Worker (Temporary/Emergency Hire); Counselor Intern

May 2006-August 2006

Field Supervisors: Lorinne Burke-White, MMFT, LCPC, John ("Frenchy") Dillon, Connie Harvey, MSW

Faculty Supervisor/Course Instructor: Larry Norsworthy, PhD.

In-Care Network, Inc. (ICN)

Pryor Public Schools

Comprehensive School and Community Treatment (CSCT)

2906 2nd Avenue North, Suite #316

Billings, Montana 59101

(406) 259-9616

(406) 259-5129 [Fax]

CSCT Program Therapist

January 3, 2007-October 15, 2007

Supervisors: Kyanne Wear, MSW; Bill Snell

Little Big Horn College (LBHC)

1 Forest Lane

Crow Agency, Montana 59022

(406) 638-3104
Adjunct Faculty
Course Instructor

September 2007-Spring 2008

Supervisor: John ("Frenchy") Dillon

New Day, Inc.

Therapeutic Group Home (TGH)

1111 Coburn Road

Billings, Montana 59107

(406) 254-2340

Lead Clinical Staff (LCS) / Primary Therapist

Day Treatment / Mental Health Center (DT/MHC)

1724 Lampman Drive

Billings, Montana 59107

(406) 256-3224

Lead Clinical Staff (LCS) / Primary Therapist

March 2008-July 2008

Supervisors: Jennifer Stern, MS, LCPC; Darryl Weber, LCPC; Vernon Mummy, MS, LAC

Wyola Public Schools
1 Mondell Avenue

Wyola, Montana 59089

(406) 343-2722

Therapist/Counselor

May 2009-June 2009;

September 2009-Present

Supervisor: Jason Cummins, MEd.

Little Big Horn College (LBHC)

1 Forest Lane

Crow Agency, Montana 59022

(406) 638-3104
Adjunct Faculty
Course Instructor

September 2010-May 2014

Supervisor: John ("Frenchy") Dillon

Private Practice

March 2008-March 2011

AltaCare of Montana

55 Basin Creek Rd.
Butte, Montana 59701

(800) 477-1067

CSCT Therapist - Lodge Grass School District (Lodge Grass, Montana)

January 2010-July 2011

Montana-Wyoming Tribal Leaders Council
(406) 252-2550

(406) 254-6355 [Fax]

175 N. 27th Street, Suite 1003

Billings, Montana 59101

Clinical Consultation

May 2012- Present

Supervisor: Leon Rattler

Meth Free Crowalition

The Crow Tribe

(406) 665-7184

Clinical Consultation

Supervisor: April Toineeta

Little Big Horn College (LBHC)

1 Forest Lane

Crow Agency, Montana 59022

(406) 638-3104

Human Services Instructor

August 2014-Present

Supervisor: Frederica Left Hand

Tim McCleary

Work Experience

Texas Rangers Ballclub

1000 Ballpark Way

Arlington, Texas 76011

(817) 273-5100

Parking/Tolls Parking Attendant; Parking
Supervisor; Tolls Supervisor

1992 Season–1998 Season

Supervisors: Kent Bolinger, Peggy Stevens, Monty
Clegg

Arlington Independent School District (AISD)

1203 West Pioneer Parkway

Arlington, Texas 76013

(682) 867-4611

(682) 867-7290

(682) 867-7259

Johns Elementary; Arlington Lamar High School

Substitute Teacher; In School Suspension (ISS)
Instructor

Fall 1997

Supervisors: Debbie Tiner, Lisa Strickland

Arlington Independent School District (AISD)

1203 West Pioneer Parkway

Arlington, Texas 76013

(682) 867-4611

(682) 867-7290

(682) 867-7259

Shackelford Junior High School

Substitute Teacher; On Campus Suspension (OCS)
Instructor; TAAS Tutor

Fall 1998 - Spring 2000

Supervisors: Leisa Rodewalt, Tim Collins

Consolidated Restaurant Operations, Inc. (CRO)

El Chico Café # 61 (Grapevine); El Chico
Restaurant # 18 (Arlington—North Collins)

12200 Stemmons Freeway, Suite 100

Dallas, Texas 75234

(972) 241-5500

(972) 888-8198 (Fax)

Server

Summer 2000–Summer 2002

Supervisors: Olivia Garza, Michael Ryan, Manuel
Piedra

Arlington Independent School District (AISD)

1203 West Pioneer Parkway

Arlington, Texas 76013

(682) 867-4611

(682) 867-7290

(682) 867-7259

Johns Elementary; Arlington Martin High School

Substitute Teacher; TAAS Tutor; On Campus
Suspension (OCS) Instructor

Spring 2002

Supervisors: Tammy Rogers, Debbie Tiner, Tunya
Redvine, Tim Collins

Abilene Christian University (ACU)

Brown Library

Government Documents

ACU Box 29208

Abilene, TX 79699-9208

(325) 674-2361

(325) 674-2202 (Fax)

Student Worker

May 2003 – November 2006

Supervisors: Marty Ketchersid; Laura Baker

In-Care Network, Inc. (ICN)

Pryor Public Schools

Comprehensive School and Community Treatment (CSCT)

2906 2nd Avenue North, Suite #316

Billings, Montana 59101

(406) 259-9616

(406) 259-5129 [Fax]

CSCT Program Therapist

January 3, 2007-October 15, 2007

Supervisors: Kyanne Wear, MSW; Bill Snell

Little Big Horn College (LBHC)

1 Forest Lane

Crow Agency, Montana 59022

(406) 638-3104

Adjunct Faculty
Course Instructor

September 2007-March 2008;

September 2009-Present

Supervisor: Fredrica Left Hand

New Day, Inc.

Therapeutic Group Home (TGH)

1111 Coburn Road

Billings, Montana 59107

(406) 254-2340

Lead Clinical Staff (LCS) / Primary Therapist

New Day, Inc.

Day Treatment / Mental Health Center (DT/MHC)

1724 Lampman Drive

Billings, Montana 59107

(406) 256-3224

Lead Clinical Staff (LCS) / Primary Therapist

March 2008-July 2008

Supervisors: Jennifer Stern, MS, LCPC; Darryl Weber, LCPC; Vernon Mummy, MS, LAC

Wyola Public Schools

1 Mondell Avenue

Wyola, Montana 59089

(406) 343-2722

Therapist/Counselor

May 2009-June 2009;

September 2009-Present

Supervisor: Jason Cummins, MEd.

Holiday Stationstores

3226 Rosebud Drive

Billings, Montana 59102

(406) 652-4095

(Sales) Associate (Part Time)

September 2009-January 2010

Supervisors: Clark Anderson; Jerry Elliot

Private Practice
March 2008-March 2011

Little Big Horn College (LBHC)

1 Forest Lane
Crow Agency, Montana 59022
(406) 638-3104
Adjunct Faculty
Course Instructor
September 2010-Present
Supervisor: Fredrica Left Hand

AltaCare of Montana

55 Basin Creek Rd.
Butte, Montana 59701
(800) 477-1067
CSCT Therapist - Lodge Grass School District (Lodge Grass, Montana)
January 2010-July 2011
Supervisors: Dave Bennetts; Calvin Mann; Maria Buckalew

Montana-Wyoming Tribal Leaders Council
(406) 252-2550

(406) 254-6355 [Fax]
175 N. 27th Street, Suite 1003
Billings, Montana 59101
Clinical Consultation (Contract Position)
May 2012- December 2012
Supervisor: Leon Rattler

Meth Free Crowalition

The Crow Tribe

(406) 665-7184
Clinical Consultation (Contract Position)
May 2012-August 2012
Supervisor: April Toineeta

Little Big Horn College (LBHC)

1 Forest Lane

Crow Agency, Montana 59022

(406) 638-3104

Adjunct Faculty

Course Instructor

September 2010-May 2014

Supervisor: Fredrica Left Hand

The Crow Tribe – Department of Tourism

Apsaalooke Tours

Bacheeitché Avenue

Crow Agency, Montana 59022

(406) 679-0023

Special Skills, Achievements, and Awards

Little Big Horn College Faculty Council President (2017-Present)

Bighorn Valley Health Center (BVHC) Board of Directors (2017-Present)

Little Big Horn College Faculty of the Year (2016)

Former Licensed Clinical Professional Counselor (LCPC) in the State of Montana

Outstanding Student Worker Award (2004) for Brown Library Government Documents

Abilene Christian University (ACU) Undergraduate Dean's List (Spring 2003)

Golden Apple Award (2000) for Shackelford J.H.S. Faculty and Staff

Life Scout (One rank below Eagle Scout)